# Literacy Design Collaborative Informational/Explanatory Module

# Information Sheet

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| **Module Title:**  Succeeding in Middle School |

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| **Module Description (overview):**  This module introduces 8th grade students to emotional intelligence and teen leadership by having them write an advice letter to incoming 6th graders. The intent of the module is to engage graduating middle school students in the emotional intelligence they sometimes seem to ignore by having them read about it, reflect on their own emotional intelligence, and offer sound advice for incoming 6th graders. |

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| **Template Task (include number, type, level)** | **Teaching Task** |
| **Task 12:** [Insert question] After reading \_\_\_\_\_\_\_\_ (literature or informational texts), write \_\_\_\_\_\_\_\_ (essay, report, or substitute) that defines \_\_\_\_\_\_\_\_ (term or concept) and explains \_\_\_\_\_\_\_\_ (content). Support your discussion with evidence from the text(s). **L2** What \_\_\_\_\_\_\_\_ (conclusions or implications) can you draw? **(Informational or Explanatory/Definition)** | **Task 12:** How will emotional intelligence help incoming 6th grade students succeed in middle school? After reading Unit 3, stories related to emotional intelligence, Chicken Soup for Teenagers, write an advice letter that defines emotional intelligence and explains how these characteristics will help incoming 6th grade students succeed in middle school. Support your discussion with evidence from the text(s). **L2** What conclusions or implications can you draw? **(Informational or Explanatory/Definition).** |

Grade(s)/Level: 8th

Discipline: Career and Technical Education

Course: Business/Leadership

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# Section 1: What Task?

# What task sets clear, measurable goals for learning?

**A. Template task (include number, type, level):** Insert the LDC template task you selected exactly as it is worded.

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| **Task 12:** How will emotional intelligence help incoming 6th grade students succeed in middle school? After reading Unit 3, stories related to emotional intelligence Chicken Soup for Teenagers, write an advice letter that defines emotional intelligence and explains how these characteristics will help incoming 6th grade students succeed in middle school. Support your discussion with evidence from the text(s). **L2** What conclusions or implications can you draw? **(Informational or Explanatory/Definition).** |

**B. Standards:** The Literacy Design Collaborative has already identified the CCSS “built in” to all Informational or Explanatory Tasks. Please select which (if any) “When Appropriate” Common Core State Standards are included in the Informational or Explanatory task/module you developed.

*Common Core State Standards*

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| **READING Standards for Informational or eXpLanAtory** | |
| **“Built In” Reading Standards** | **“When Appropriate” Reading (applicable in black)** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| 6- Assess how point of view or purpose shapes the content and style of a text. | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **WRITING STANDARDS FOR INFORMATIONAL OR EXPLANATORY** | |
| **“Built In” Writing Standards** | **“When Appropriate” Writing Standards (applicable in black)** |
| 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

*Content Standards:* Insert appropriate content standards as defined by your state/district. You can also include appropriate grade-level CCSS.

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| **Number** | **Content Standard(s)** |
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*Content Standards Source:*

**C. Teaching Task:** Design your teaching task. Fill in the blanks with the appropriate items.

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| Background to share with your students:  Sometimes we think intelligence is mostly academic learning and we don’t think much about other types of intelligence, This module will introduce you to a form of intelligence called emotional intelligence and give you the opportunity to share your understanding of emotional intelligence, along with the life lessons you have learned in middle school, and share it with incoming 6th grade students.  Prompt:  **Task 12:** How will emotional intelligence help incoming 6th grade students succeed in middle school? After reading Unit 3, stories related to emotional intelligence Chicken Soup for Teenagers, write an advice letter that defines emotional intelligence and explains how these characteristics will help incoming 6th grade students succeed in middle school. Support your discussion with evidence from the text(s). **L2** What conclusions or implications can you draw? **(Informational or Explanatory/Definition).**  Reading texts:   * Unit 3 * Stories related to emotional intelligence * Maslow’s “Hierarchy of Needs” * *Chicken Soup for Teenagers* * Informational texts on emotional intelligence   Extension (optional): |

Teaching Task Rubric (Informational or Explanatory)

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| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately, but with a weak or uneven focus. |  | | Addresses prompt appropriately and maintains a clear, steady focus. |  | | Addresses all aspects of prompt appropriately and maintains a strongly developed focus. |
| Controlling Idea | Attempts to establish a controlling idea, but lacks a clear purpose. |  | | Establishes a controlling idea with a general purpose. |  | | Establishes a controlling idea with a clear purpose maintained throughout the response. |  | | Establishes a strong controlling idea with a clear purpose maintained throughout the response. |
| Reading/ Research | Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted. |  | | Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted. |  | | Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted. |
| Development | Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant. |  | | Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question. |  | | Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question. |  | | Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure |  | | Maintains an appropriate organizational structure to address the specific requirements of the prompt. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors. |  | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format. |
| Content Understanding | Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

# Section 2: What Skills?

# *What skills do students need to succeed on the teaching task?*

Each module is required to identify the specific student skills, define them, and cluster them. The example below is one list. Module builders can use this version, change it, or identify different skills, different definitions, and different clusters using the chart.

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| **Skills Cluster 1: Preparing for the Task** | |
| 1. Task Engagement | Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. |
| 1. Task Analysis | Ability to understand prompt and rubric. |
| **Skills Cluster 2: Reading Process** | |
| 1. Selecting Texts (for research tasks) | Ability to select appropriate reading material (research). |
| 1. Active Reading 1 | Ability to read texts explicitly; to analyze texts for specific purposes; to summarize; to draw evidence from a relevant source. |
| 1. Active Reading 2 Note-taking and Annotation | Ability to summarize a text(s) and select/prioritize relevant evidence from the text. |
| 1. Essential vocabulary | Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information. |
| **Skills Cluster 3: Transition to Writing** | |
| 1. Bridging Conversation | Ability to prepare for composing process. |
| **Skills Cluster 4: Writing Process** | |
| 1. Opening | Ability to write an opening that includes controlling idea, context for composition, and lead in to development. |
| 1. Initial Draft | Ability to construct an initial draft with an emerging line of thought and structure. |
| 1. Revisions | Ability to apply revision strategies to refine development of student work product to support controlling idea, including line of thought, language usage, and tone as appropriate to audience and purpose. |
| 1. Editing | Ability to apply editing strategies and presentation applications. |

# Section 3: Instruction for Informational/Explanatory Tasks

# How will teachers teach students to succeed on the teaching task?

All LDC instructional ladders have mini-tasks (prompt, product and mini-task scoring), instructional strategies and pacing. The following is an example instructional ladder. Module developers can adopt, adapt or delete the approaches for each section in order to build their own mini-tasks, instructional strategies and pacing to teach to the skills identified in Section 2.

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| Pacing | Skill and Definition | Product and Prompt | Scoring | Instructional Strategies |
| Skills Cluster 1: Preparing for the Task | | | | |
| *Day 1*  *30 Min* | *1. Task engagement*  *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.* | ***Quick Write***  *In a quick write, respond to this question:* How will emotional intelligence help incoming 6th grade students succeed in middle school  ***Think/Pair/Share***  *Turn to your elbow partner, discuss your responses, and be prepared to report out to the rest of the class.* | *Check/Minus* | ***Think/Pair/Share with a Quick Write***  *When students come in the room, have them respond to the question on the board. This should take about 7 minutes and is the “Think” part of the Think/Pair/Share strategy.* |
| *Day 1*  *30 Min.* | *2. Task analysis*  *Ability to understand and explain the task’s prompt and rubric.* | ***Carousel Brainstorming***  *Count off 1-4 and in your respective group, answer the question to the best of your ability:*   * *What questions or concerns do you have about this task?* * *What skills are necessary to master this task?* * *What do you already know about this task?* * *What are the key terms do you think are most important to research?*   *Each group will have 2 minutes to respond to the question on the chart paper and then rotate clockwise to the next chart. Do not repeat anything another group has written.* | *Monitor by walking around* | ***Carousel Brainstorming***  *As students are responding to the questions, monitor their responses and on the last rotation (#4), have that group report out on the chart paper responses.*  ***Facilitation directions:***   1. *Set up four chart papers one in each corner of the room (assuming there are four corners) with one question at the top of the chart in each corner.* 2. *Place the teaching task on the LDC projector or on chart paper so everybody can see it.* 3. *Count students off 1-4* 4. *Give a minimal amount of time (30 seconds) to have students go to their respective charts.* 5. *Have them listen carefully to the following directions:*     1. *On the count of 3, point to the person who will facilitate the discussion.*    2. *The person with the most fingers pointing at him or her is the facilitator.*    3. *Go up to the first team and ask “Who is your facilitator,” hand the marker to that person and say “hand this marker to your team’s note-taker.*    4. *Go clockwise to the next poster and repeat the directions in letter c for the other two teams.*    5. *Say “You will have 2 minutes to respond to the question on your chart paper in relation to the task on the screen.*    6. *After the first rotation, say “Move clockwise to the next chart paper, read the question and answer it in relation to the task. Add to the list that is already there, but do not repeat anything that the previous team wrote.*    7. *After 2 minutes say “rotate” and repeat the same process for the next two rotations.* 6. *At the end of the process, have students reflect on the process and what they learned. They can also record the notes from the carousel in their notebooks.* |

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| Skills Cluster 2: Reading Process | | | | | |
| *Day 2*  *20 Min.* | *1. Essential vocabulary*  *Ability to identify and master terms essential to understanding a text.* | ***Interactive Word Wall***   1. *As you* ***SKIM*** *the article,* ***DO NOT READ IT****, Circle the 25 words you think are most important for you to understand this article.* 2. *Identify the one word you think is most important and write it beside the number. Make sure the word is spelled correctly!* 3. *As I count off 1-25, write your word that corresponds to your number on the blank side of a 5x4 index card. The word should take up the entire face of the card, be legible, and be visible from a distance.* 4. *Flip the card over so your word on the back side of the card is upside down.* 5. *List A at the top of the card, B in the middle of the card, and C at the bottom of the card.* 6. *Next to the letter A, create your own definition for the word. If you don’t know the definition, be creative and make up a definition.* 7. *Look for your word in the article, and next to the letter B, write the dictionary definition that best matches the word in the article.* 8. *Next to the letter C, translate the definition into your own words.* | | *Task Completion where every student will have a vocabulary word on an index card.* | * *Pass out article rich with essential vocabulary students need to understand the reading to follow and essential to master the task (Note: It is imperative this text is essential to the task and lays the foundation for the readings and vocabulary that will follow).* * *The number of words will be based on the number of students in the room. For this lesson there are 25 students in the class so there will be 25 words. If the class is smaller, say 7, have the students do two words per student.* * *Have students skim the article at first and circle the words they think are most important for them to understand it. Circulate around the room and keep an eye on the terms the students may have missed* * *Mark the numbers 1-15 on the board with plenty of space between and have the students start writing down the one word they think is most important, making sure not to repeat the terms. If there is a term left out, you can insert it in one of the spaces beside the number. Also, make sure the students spell the term correctly.* * *Have students follow the directions to create their cards. Do not put these cards on the wall yet. They will be used by the students as they read the article and as they determine the words that will go into their Cornell Note system.* |
| *Day 2*  *30 Min.* | *2. Active reading*  *Ability to identify the central point and main supporting elements of a text.*  *L2 Ability to identify and analyze competing arguments.*  *L3 Ability to make clarifying connections or provide examples.* | ***Annotating Texts***  *Annotate the text using the task question:* How will emotional intelligence help incoming 6th grade students succeed in middle school | | *Check/Minus*  *This is great opportunity to see the invisible act of reading made visible with the annotations.* | *Model how to annotate the texts with the first paragraph. If there is a student in the room who does an excellent job of annotating texts, have him or her model for the class and have him or her debrief the thinking process.* |
| *Day 2*  *1 Hr.* | *3. Note-taking*  *Ability to read purposefully and select relevant information; to summarize and/or paraphrase.* | ***Cornell***  *As you read this text, mark the*   * *big ideas you underlined* * *the questions you have* * *and the vocabulary you need to master in the left column.* | ***Notes***  *In the right column, mark the*   * *details and descriptions of the big ideas* * *possible answers to the question* * *definitions and examples of the vocabulary* | *Check/Minus* | * *Have the students transfer their annotations to the Cornell Notes structure and model if necessary.* * *Brief review of summarizing strategies: G.I.S.T.; Reciprocal Teaching, Summarization Pyramid; Question Answer Relationships (QAR).* |
| *Day 3*  *50 Min.* | *4. Text selection*  *Ability to identify appropriate texts.* | ***Brainstorm List***  *What makes you trust people?*  ***Research Scavenger Hunt***  *Identify three other articles you think will address the research question.* | | *No Scoring* | * *Ask students to think about how people develop trust in other people. Their responses could be family members because they know them well and know what they will do in certain situations, people in positions of authority because of their positions/titles, people who work for credible organizations and businesses, and the actions of people that show they are trustworthy. Make the connection between their responses to identifying trustworthy texts using similar criteria.* * *As students read the article, have them narrow down their thinking to the one strategy they think would be the most effective and conduct a scavenger hunt on the internet for three articles that support their thinking.* |
| *Day 3-5*  *10 Min.* | *5. Academic integrity*  *Ability to use and credit sources appropriately.* | ***Bulleted List***  *As we discuss academic integrity, jot down the main ideas in your notebook to use for future reference.* | |  | *Discuss the following aspects of academic integrity:*   * *Discuss respect for others’ work.* * *Discuss academic penalties for stealing others’ thoughts and words.* * *Provide resources for students to use when documenting their sources.* |

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| Skills Cluster 3: Transition to Writing | | | | | | | |
| *Day 6*  *30 Min.* | *1. Bridging*  *Ability to begin linking reading results to writing task.* | ***Quick Write Revision***  *Return to you initial Quick Write and*   1. *Describe how your thinking has changed or remained the same based on your readings.* 2. *Identify a possible thesis sentence.* 3. *Briefly write an overview of how you will construct your main points to support your thesis.* | | *Check/Minus* | | *Pair students to evaluate the effectiveness of the rubric elements for Controlling Idea:*   * ***Controlling Idea:*** *Establishes a strong controlling idea with a clear purpose maintained throughout the response.*   *Extra Support:*   * *Use a model paper to deconstruct the line of reasoning.* * *Demonstrate patterns of writing development.* | |
| Skills Cluster 4: Writing Process | | | | | | | |
| *Day 7*  *50 Min.* | *1. Claim*  *Ability to establish a claim and consolidate information relevant to task.* | | ***Introductory Paragraph***  *What are the essential elements of a convincing opening paragraph? As we discuss responses to this question, jot down the key elements:*  ***Introductory Paragraph***  *Thesis: Answer the task question in one sentence:* How will emotional intelligence help incoming 6th grade students succeed in middle school  *Background Information: Identify the background information you audience will need to know about your thesis statement.*  *Hook: In an opening sentence, give the reader a reason for reading the paper with a convincing hook.* | | * *Writes a concise opening paragraph.* * *Provides direct answers to main prompt requirements.* * *Establishes a controlling idea.* * *Identifies key points that support development of argument.* | | * *Offer several examples of opening paragraphs.* * *Ask class to discuss what makes them strong or weak.* * *Have students write a thesis statement and introduce it this way: “Write one sentence that answers the question.”* * *Have students develop their own thesis, hook, and complete opening paragraph.* |
|  | *2. Revision*  *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* | | ***Opening Paragraph Collaboration Technique***  *With you elbow partner, exchange papers and evaluate the effectiveness of the rubric element for Focus:*   * ***Focus:*** *Addresses all aspects of prompt appropriately and maintains a strongly developed focus.*   *Identify one strength and one or two suggestions to help improve the paragraph.* | |  | | *Have students share their opening paragraphs with one another and look through the lens of the rubric language for focus at a level 4 and offer suggestions to improve it:*   * ***Focus:*** *Addresses all aspects of prompt appropriately and maintains a strongly developed focus.* |
| *Day 8*  *50 Min.* | *3. Development*  *Ability to construct an initial draft with an emerging line of thought and structure.*  *L2 Ability to analyze competing arguments.*  *L3 Ability to make clarifying connections and/or provide examples.* | | ***24 Minute Essay***  *Write a rough draft of your essay consisting of the introductory paragraph you wrote, multiple body paragraphs based on your supporting arguments and competing arguments, and a concluding paragraph.* | | *Provides an opening to include a controlling idea and an opening strategy relevant to the prompt.*  *Provides an initial draft with all elements of the prompt addressed.*  *Writes in readable prose.* | | * *Review strategies for constructing body paragraphs: TEST – Topic sentence, Evidence, Significance, and Transition.* * *Create stations where students can get guidance on certain aspects of the essay: introduction, claim, evidence/analysis, and conclusion. Assign a strong student-writer at each station to help guide discussion and provide peer-review. Teacher spends time at each station assisting students.* * *Extra Support – Teacher leads “station” for students who need extra support in developing the essay. Possible strategies to use—Bubble maps, Mind Maps, Flow Chart, Burke’s Argument Organizer.* |
| *Day 9*  *30 Min.* | *4. Revision*  *Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.* | | ***Paper Calibration Technique***  ***Organization:***  *1. As you read through your partner’s paper, analyze how the paper is organized based on the rubric language below:*   * ***Organization****: Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.*   *2. Identify one organizational strength, and one organizational weakness.*  *3. Write a sentence that frames the strength with positive language and one or two sentences that identify a weakness with specific suggestions to help improve it.*  ***Development:***  *1. As you read through your partner’s paper, analyze how the paper is developed based on the rubric language below:*   * ***Development****: Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.*   *2. Identify one developmental strength, and one developmental weakness.*  *3. Write a sentence that frames the strength with positive language and one or two sentences that identify a weakness with specific suggestions to help improve it. Thoroughly respond to the questions in your notebook. Avoid "yes" or "no" answers to the questions; instead, make specific suggestions that will help your partner revise the paper effectively.*  *4. Once the feedback has been completed, pass it back to your partner and discuss the points you’ve made. Keep in mind that feedback comments are suggestions by your partner and that you need to decide what to heed and change.* | | *Demonstrates use of revision strategies that clarify logic and development of ideas; includes relevant details; improves word usage and phrasing; and creates smooth transitions between*  *sentences and paragraphs.*  *Applies a text structure to organize reading material content and to*  *explain key points related to the prompt.*  *Provides complete draft with all parts.*  *Supports the opening in the later sections with evidence and citations.*  *Improves earlier edition.* | | * *Students give each other feedback on initial drafts using the “peer review template”.* * *Students can email essays to teacher for efficient and basic feedback.* * *Discuss strategies for citing information using the Writer’s Notebook – APA citation methods, quoting, paraphrasing.* |
| *Day 10*  *30 Min.* | *5. Editing*  *Ability to proofread and format a piece to make it more effective.* | | ***Next-to-Final Draft***  *Work in editing teams of four. Each member of the editing team will focus on one element of the Error Analysis Tool. After you are done editing the paper, pass it to your left.*   * *Grammar* * *Sentence Structure* * *Syntax* * *Mechanics—spelling, capitalization, punctuation* | | *Demonstrates accurate analysis of* | | * *Model use of Error Analysis Tool to encourage self-correction of grammar, sentence structure, syntax, and mechanics.* * *Give brief overview of copy-editing marks.* * *Divide students into editing teams of four to use the Error Analysis Tool and have one student per group be an expert in one of the four key elements:* * *Grammar* * *Sentence Structure* * *Syntax* * *Mechanics—spelling, capitalization, punctuation* |
| *Day 10*  *10 Min.* | *6. Completion*  *Ability to submit final piece that meets expectations.* | | ***Final Document***  *Turn in our complete set of drafts, plus the final version of your piece.* | | *Meets or Exemplary category in the rubric for the teaching task.* | | *Celebrate successes!* |

# Materials, references and supports: List the materials you will need and students will use. Provide citations.

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| **For Teachers** | **For Students** |
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# Section 4: What Results?

How good is good enough?

**A. Student work samples:** Include two student work samples that received scores at each level on the rubric.

**B. Classroom assessment task (Optional):**Design a classroom assessment task using the same template task as the one you will be teaching. You may modify slightly the template to fit the in-class, on-demand environment. You should also include student examples for the assessment task.

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| Background to share with students:  Prompt: |

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| **LDC Informational/Explanatory Classroom Assessment**  **MEETS EXPECTATIONS** | | |
| Focus | Addresses prompt with a focused response. | |
| Reading/Research | Presents and applies relevant information with general accuracy. | |
| Controlling Idea | Establishes a controlling idea that states the main purpose and/or question for the tasks. L2 Addresses the credibility of sources. | |
| Development | Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail. \*L2 Discusses relevant implications to topic. L3 Identifies a gap or unanswered question. | |
| Organization | Applies a generally effective structure to address specific requirements of the prompt. | |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. | |
| **NOT YET** | | |
| Focus | Attempts to address prompt but lacks focus or is off-task. | |
| Reading/Research | Attempts to present information relevant to prompt. | |
| Controlling Idea | Controlling idea is weak and does not establish a purpose and/or address a research question. | |
| Development | Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic. \*L2 Implications are weak or not relevant to topic. L3 Does not identifies a relevant gap or unanswered question. | |
| Organization | Applies an ineffective structure; composition does not address requirements of the prompt. | |
| Conventions | | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose. |

# Teacher Work Section

# What now, what next?

1. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes.
2. **Possible variations**. Add ideas for spin-offs or extensions to the module.

# Appendix

The attached materials support teaching this module.

**Introduction:**

**Hook:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Background Information:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thesis:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Body Paragraph**

**Topic Sentence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evidence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanation:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Body Paragraph**

**Topic Sentence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evidence:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanation:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conclusion**

**Touch Back:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Look to the Future:**

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**Get to the Heart:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**End with a “Zinger:”**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Revising and Editing Analysis Tool**

**Directions:**

Exchange papers with a partner; read through your partner’s paper carefully.

Identify grammatical errors as you read their paper that get in the way of understanding what is written.

Choose three questions listed below where your feedback will help improve the paper. Avoid "yes" or "no" answers to the questions; instead, make specific suggestions that will help your partner revise the paper effectively.

Once you finish your feedback, pass it back to your partner and discuss the points you’ve made. Keep in mind that the feedback by your partner are suggestions and that you need to decide what to heed and change.

**Choose 3 questions to give feedback:**

1. Is the opening paragraph interesting? Why or why not?
2. What is the thesis statement? Is it effectively stated? If not effective, what changes should the author make?
3. Are the topics introduced clearly? Suggest alternate phrasings. If there are any paragraphs for which you could not find a topic sentence, indicate the paragraph number.
4. Does each topic sentence relate clearly to the thesis? If not, highlight the topic sentences that seem out of place.
5. Which paragraph seems to have the most interesting and convincing details? Why? Make note of the paragraph for the author.
6. Has the writer used effective sources (i.e. to support, illustrate points made)? Where can support (quotes, examples, facts, figures, etc.) be added? Where does the writer need to explain the supporting details more clearly?
7. What is the strongest part of the paper? Why?
8. What is the weakest part? Why?
9. Does the paper end effectively?